

2022 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound understanding of what Junho's weekend plans are	1

Sample answer:

Junho plans to play golf and have dinner with friends after golf.

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound understanding of the traditional thinking that Junho has demonstrated in the conversation, with examples from the conversation	3
<ul style="list-style-type: none">• Demonstrates some understanding of the traditional thinking Junho has demonstrated in the conversation, with examples from the conversation	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Junho is conservative. His patriarchal attitude is obvious from this conversation. He believes that men are heaven and women are earth. He wants to be like his father who didn't do any housework after work, and he thinks his wife should take care of all domestic duties. He believes that wives should be submissive to husbands. He argues that Minju should listen to him because he is the head of the family.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Minju tries to persuade Junho to change his attitude • Provides substantial reference to both content and language techniques 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Minju tries to persuade Junho to change his attitude • Provides detailed reference to both content and language techniques 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Minju tries to persuade Junho to change his attitude • Provides reference to both content and language techniques 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how Minju tries to persuade Junho to change his attitude • Provides some reference to both content and/or language techniques 	3
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Sample answer:

Minju is very effective in persuading Junho to change his attitude to become more involved in domestic duties. She puts her argument in a structured way, from her household to the broader society. She points out that she takes care of the family chores while also contributing financially to the family. Then, she reinforces her argument by referring to gender equality of the society. So the husband and the wife should have equal rights and responsibilities at home.

The female uses a four-character idiom 상부상조 (you scratch my back I will scratch yours) to highlight how they should help each other. She also uses a rhetorical question ‘서로 도우며 함께 하는 거라고 생각하지 않아요?’ (Don’t you think that we need to help each other to live well?) at the end of the conversation to propose a solution of the issue. Also, she uses emotive expression ‘gender discrimination should not happen at home’ to show her belief that gender equality should be practised in their household. She uses examples of females taking up prominent positions to highlight that men and women should be equal in today’s society.

Section I — Listening and Responding

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them • Composes a coherent argument demonstrating a comprehensive understanding of the texts • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	9–10
<ul style="list-style-type: none"> • Identifies the main issues in the texts and compares and contrasts them in a lucid way • Composes an effective argument with close reference to the texts • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Coherently compares and contrasts information in the texts • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Compares and contrasts some opinions, ideas and information in the texts • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of the texts and the ability to compare and contrast information • Shows some evidence of the ability to organise information 	1–2

Answers could include:

Maintaining the tradition and celebrate the traditional way:

- Korean Seollal celebration is all about gathering family together
- awareness of the importance of maintaining Seollal in a traditional way
- it is important to maintain Seollal in a traditional way otherwise the Seollal and its meaning will be forgotten.

Not celebrating the traditional way:

- people’s way of thinking and attitude towards celebrating Seollal have changed
- new trend is having a relaxing staycation at a hotel
- people visit museums and exhibition halls in Seoul instead of returning to their hometown
- young people tend to treat Seollal as holidays.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Outlines why the statement is made	2
• Provides some relevant information about the statement	1

Sample answer:

This statement is made to allude to readers about the tragedy happened in 1945 and to reveal the author's miserable feelings about the tragedy.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of the change in the relationship between Mandeuk and Gopdan	3
• Demonstrates some understanding of the change in the relationship between Mandeuk and Gopdan	2
• Provides some relevant information	1

Sample answer:

Mandeuk and Gopdan were in love and they were going to marry. This changed when he was conscripted to war. Gopdan wanted to marry Mandeuk but he refused. He thought that he was going to die in the war. It was Mandeuk's way of expressing his love as he didn't want to make Gopdan a widow.

Question 3 (c)

Criteria	Marks
• Demonstrates a sound understanding of why the culture of the town began to change	3
• Demonstrates some understanding of why the culture of the town began to change	2
• Provides some relevant information	1

Sample answer:

People in the town were very generous before the Colonial period and they used to always share food. However, young people were taken away, the village didn't have enough workers. On top of that, the council started taking away food from people. People had to protect their family members and their food so they became wary of each other.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author communicates the themes of this story • Provides a comprehensive justification with reference to both the content and language of this extract and the story as a whole 	7
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the author communicates the themes of this story • Provides a justification with a reference to both the content and language of this extract and the story as a whole 	5–6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author communicates the themes of this story • Makes reference to both the content and/or language of this extract and/or the story as a whole 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author communicates the themes of the story 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Answers could include:

- The short story conveys the sorrow and pain of the suffering of the Korean people during the Japanese colonial period.
- The author uses different examples, eg unmarried girls taken as sex slaves and the death of a girl under a pile of straw, to help readers to understand the extent of the sufferings.
- The town was beautiful, and people have lived harmoniously together before Japanese colonial period. Dialects are used appropriately to describe the innocence of the people in the town and how everything changed.
 - contrast between past and now.
- The story is told in the first person to highlight the author’s feelings of anger and sadness clearly.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to analyse the problems of elderly people in a modern society • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the problems of elderly people in a modern society • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse the problems of elderly people in a modern society • Analyses the way in which language is used to explore the problems of elderly people in a modern society • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss the problems of elderly people in a modern society • Discusses ways in which language is used to explore the problems of elderly people in a modern society • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of the problems of elderly people in a modern society • Identifies some examples of the way in which language is used to explore the problems of elderly people in a modern society • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the problems of elderly people in a modern society • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Problems

High average life expectancy in Korea creates social issues. *Salut d'Amour* comments on the following specifically.

Contents

- The director demonstrates elderly people's health problems and how it affects their lives.
- The director shows elderly people's financial struggles. Seongchil and Geumnim who have terminal diseases are struggling financially and they are still working even in their 70s.
- Seongchil lives by himself and works at a supermarket and Geumnin is running a florist while suffering from cancer. Geumnim lives with her daughter who has divorced and is unstable financially.
- Seongchil tries to commit suicide as he doesn't want to be a burden on the family both financially and physically.

- Seongchil's friend who is a Vietnam War combat subordinate eats a piece of bread in the street in the middle of the day. That alludes the audience to the gravity of the financial struggles faced by the elderly.
- The director points out the issue of the elderly people who die alone in the film. Seongchil leaves an envelope on the table of his room instructing the finder to use the cash for his funeral when his body is found. Seongchil's friend is found dead alone in his house.

Film techniques

- The director uses close cuts when the main character tries to open up the room with a knife several times. When Seongchil finally opens the room, the director uses close shots on Seongchil's eye and reconstructs the stories about the room, revealing Seongchil's medical condition. This technique highlights the real problem Seongchi faces because of his dementia (he can't remember the whole family members including his wife).
- The director tries to convey the issues by using the film technique, MacGuffin. The director uses MacGuffin in the first half of the film mostly focusing on the romance between the protagonist – an elderly man, and the lady in her 70s. The use of MacGuffin is just a powerful inducement that drives the narrative away from the truth. The truth of the illness of the main character is revealed in the second half of the film. MacGuffin is ultimately a plot device to highlight their illness – Alzheimer's for him, terminal cancer for her.
- The director uses flashbacks to emphasise Seongchil's current state of illness compared to his past where he was young and healthy. The flashback is used when he met his wife for the first time. Her name was easy to remember and he promised her that he would never forget her name. However, he can't recognise his wife's name now because of his poor health.

Language features

- Foreshadowing: 막핀꽃 (Reflorescence) the flower has forgotten to bloom in the season which is supposed to. However, it blooms in the season in which it is supposed to, foreshadows the same event happening to Seongchil. At the first half of the film, Seongchil can't remember his family members, including his wife but remembers them later, at the end of the film.
- Pun: The name of the shop is 'Jansu sanghwe'. Jansu is the name of the main character's son but means 'longevity' in Korean. 'Jansu sanghwe' sounds similar to a 'longevity society'. The director deliberately uses the name of the shop 'Jansu sanghwe' instead of 'Jansu supermarket' to allude to the audience to think about the true meaning of a 'longevity society'.
- Metaphor: Seongchil writes '나는 짐이다 (I'm a burden)' at the end of his journal entry when he is diagnosed with dementia. It shows how Seongchil feels about himself.
- Symbolism: Seongchil's friend who is found dead alone in his house is used as a symbol of elderly people who suffer from financial hardship and loneliness.

Section II — Reading and Responding

Part B

Question 5

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13–15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10–12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7–9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1–3

Answers could include:

The use of newly created words is good/not good.

Positive points of newly created words

- It is more interesting.
- The older generation understands more about the younger generation.
- Newly created words tell people about the lives of the time.

Negative points of newly created words

- Widen the generation gap – disconnecting different generations such as parents and children, teachers and students.
- Ruins the Korean language.
- Because of the newly created English mixed Korean words, the young generation won't know the standard Korean language.

Section III — Writing in Korean

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> • Writes perceptively for a specified context, purpose and audience • Demonstrates a comprehensive understanding of the prescribed contemporary issues • Demonstrates a highly-developed control of language structures and vocabulary • Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> • Writes effectively for a context, purpose and audience • Demonstrates a thorough understanding of the prescribed contemporary issues • Demonstrates a well-developed control of language structures and vocabulary • Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> • Writes original and interesting text appropriate to context, purpose and audience • Demonstrates a sound understanding of the prescribed contemporary issues • Demonstrates a satisfactory control of language structures and vocabulary • Demonstrates the ability to organise and express some ideas 	11–15
<ul style="list-style-type: none"> • Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas • Uses a limited range of language structures and vocabulary to express ideas • Attempts to sequence and link ideas 	6–10
<ul style="list-style-type: none"> • Communicates a limited range of ideas with little attempt to organise and sequence material 	1–5

2022 HSC Korean and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The individual and the community — conversation	H3.1
1 (b)	3	The individual and the community — conversation	H3.3
1 (c)	6	The individual and the community — conversation	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Cultural identity — news report/conversation	H2.1, H2.3, H2.4, H3.1, H3.2, H3.4

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>That Woman's House</i> — global issues	H3.1
3 (b)	3	<i>That Woman's House</i> — global issues	H3.2
3 (c)	3	<i>That Woman's House</i> — global issues	H3.2
3 (d)	7	<i>That Woman's House</i> — global issues	H3.3, H3.8
4	25	<i>Salut d'Amour</i> — the individual and the community	H2.1, H3.2, H3.3, H3.6, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture — blog	H2.1, H2.2, H2.4, H3.2, H3.3, H3.7, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Cultural identity — speech script	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The individual and the community — speech script	H2.1, H2.2, H2.3, H2.4, H4.2